

Classification of errors in the process of observation

Sharipova D.G.,¹ Bozorova N.X., Salixova Z.A., Xikmatova D.P., Bobomurodova L.X.

Summary: In article was written about classification of errors in the process of observation of students and teachers. The main error types in observation and correcting ways of these errors.

Key words: error, error types, classification of errors, observation, correcting of errors.

There is always the possibility of error in the observation process. Freeman reviews classifications of errors in representing data in psychological and social studies. Some of these errors frequently occur when making judgments and primarily concern language behavior:²

- a) error of central tendency
- b) error of leniency or generosity
- c) primacy or recency effect
- d) halo effect
- e) logical error

A first error occurs in using a rating scale. It is called the effect 'central tendency in a series of judgements about objectivity of quantifiable stimuli, when the large stimuli are underestimated, and the small ones overestimated.

An error of leniency or generosity could arise in making favorable verbal judgements using personality scales. It is clarified that in the personality scales a number of questions relating to one particular personality trait are drawn together and the answers to these questions are given in the form of 'yes, no, sometimes, often' which might not reflect objective reality.

A third error occurs as a result of the order in which perceptual events happen. The problem is that in behavior testing the first impression could have a distorting effect on later data collection and thus lead to errors. Bailey admits that in diary keeping, events that are embarrassing or painful when they occur, often lose their sting after weeks of reflection.³

A fourth error, halo effect, it is described when the evaluator has the tendency when judging a personality trait to be influenced by a general impression or a salient characteristic.

Logical errors or error of theory reveals due to the theoretical assumptions of the observer. It is now widely accepted that observation is always theory laden. He continues that observations cannot be 'pure, free from the influence of background theories or hypotheses or personal hopes and desires. Bailey supports this assumption in that 'most research

(d.sharipova@gmail.ru)

(Bukhara state university, Uzbekistan)

(nigora.bozorova4@gmail.com)

(Bukhara state university, Uzbekistan)

(zamilrasalixova1972@gmail.ru)

(Bukhara state university, Uzbekistan)

(xikmatovadilrabo5@mail.com)

(Bukhara state university, Uzbekistan)

(bobomurodova_l@mail.ru)

(Bukhara state university, Uzbekistan)

¹Freeman D. Teacher training development and decision making: a model of teaching and related strategies for language teacher education 1989. - P.69-86.

²Bailey K. M. Language teacher supervision: A case-based approach. - New York: Cambridge University Press, 2006. - P. 40-95